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ABSTRACT

This report summarizes the activities conducted in 1994 in relation to the 23 recommendations included in Ohio's Action Agenda for Adult Literacy. The recommendations are grouped into the following categories: coordination/collaboration, public awareness, research, program resources and support, advocacy/funding, and accountability. Some of the recommendations are as follows: establish a state-level task force on literacy; establish state-level literacy goals, program priorities, and desired outcomes and institute a mechanisms for state agencies to collect data needed to judge progress toward meeting literacy goals; promote state, regional, and local collaboration; undertake campaigns to make the general public aware of the scope and cost of illiteracy, recruit literacy volunteers, encourage business support of literacy programs, and recruit specific groups of adults needing literacy services; delineate literacy areas in need of research and encourage research in the identified areas; prepare research syntheses and disseminate them to literacy providers; develop a mechanism for identifying model literacy initiatives and determining why they work; establish a database of individuals with expertise in literacy program development, implementation, and evaluation; expand training opportunities to promote professionalism and effectiveness among literacy instructors; and maintain and disseminate information about private and public funding sources. Both completed and planned activities are listed. (MN)

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ED 384 738

OHIO'S ACTION AGENDA for ADULT LITERACY

A PROGRESS REPORT 1995

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Prepared by the Ohio Literacy Network, the Ohio Department of Education, Ohio Literacy Resource Center, and the Ohio Bureau of Employment Services

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INTRODUCTION

This report provides an overview of the progress that has been made in achieving the recommendations contained in ***Ohio's Action Agenda for Adult Literacy***. The ***Action Agenda***, which was endorsed by the Education Committee of the GHRIC in May, 1994, contains twenty-three recommendations and strategies for obtaining them clustered within six areas: coordination and collaboration, public awareness, program resources and support, research, advocacy and funding, and accountability.

This document contains a narrative overview of activities that have been undertaken for each recommendation. In addition it reports on progress made on each strategy listed as necessary for achieving the recommendation.

- Strategies which have totally or substantially been accomplished are noted by a ☑.
- Strategies for which some effort has been made to-date and/or for which definite plans have been formulated for future activity are preceded by a ✔.
- Strategies for which neither of the above two codes appear have not been pursued as of yet.

As this report indicates, most strategies have been implemented, at least in part, and activities have been undertaken in pursuit of each of the twenty-three recommendations that appear in ***Ohio's Action Agenda for Adult Literacy***.

RECOMMENDATIONS FOR ACTION

COORDINATION/COLLABORATION

RECOMMENDATION ONE: Establish a state-level task force on literacy that includes representatives from state agencies involved with providing literacy funding and services.

- ☑ Establish a state level literacy task force composed of representatives of governmental agencies responsible for funding literacy initiatives, literacy organizations, literacy programs responsible for delivering services, and consumers of literacy services. Responsibility: Governor's Office

- ☑ Empower the task force to review all state plans related to literacy programs, to coordinate state administered literacy services provided through state agencies, and to determine areas that would benefit from collaboration and cooperation. Responsibility: Governor's Office

- ✔ Recommend policies and procedures for literacy program planning, implementation, and funding and report these recommendations annually to the Governor, legislators, and appropriate state agencies. Responsibility: GHRIC Education Committee

PROGRESS REPORT: The Governor's Human Resources Investment Council (GHRIC) has been designated as the state's formal Advisory Council on Adult Education and Literacy. The GHRIC is responsible for reviewing the state's ABLE, vocational education, and other program plans related to adult literacy and, therefore, has the capacity to determine areas that would benefit from collaboration and cooperation. GHRIC is empowered to offer recommendations to the Governor on issues related to the quality of education, the relevance of education to the needs of Ohioans in or hoping to be in the labor force, and the coordination of education with employment and training.

The GHRIC Education Committee has representatives from literacy providers, literacy organizations, and government agencies with responsibility for adult literacy funding. The Committee does not, however, include a consumer of literacy services.

RECOMMENDATION TWO: Establish state-level literacy goals, program priorities, and desired outcomes and institute a mechanism for state agencies providing literacy services and funding to collect data that could be used in judging progress toward meeting literacy goals.

- ✔ Schedule and hold regional hearings to receive input from literacy professionals, adult learners, government administrators, and business professionals regarding what should be Ohio's literacy goals and priorities. Responsibility: GHRIC Education Committee

☑ Establish benchmarks by which to assess progress toward meeting those goals and priorities. Responsibility: GHRIC Education Committee, Goal Six Committee

PROGRESS REPORT: Adult literacy benchmarks have been included as a part of the annual reporting on Ohio's progress toward meeting Goals 2000. Specifically, Goal Six identifies benchmarks in relationship to adults' accomplishments on the Adult Literacy Survey that was conducted in 1993. As planned, the survey will be readministered in the year 2000 and progress toward benchmarks will be noted.

This past year, no regional hearings have been held to receive input from the field regarding literacy goals. A need identification process--the Governor's Regional Literacy Summits-- was held in the fall of 1992 resulting in this ***Action Agenda*** is anticipated that the Ohio Department of Education will be holding hearings as a part of its process to produce a state plan for administering federal and state adult education funds in Ohio for the 1996 through 2000 period.

RECOMMENDATION THREE: Promote state, regional, and local collaboration and cooperation by 1) funding state and regional organizations to establish networks of local providers, 2) supporting the organization and operation of local coalitions, and 3) giving priority in grants and other programs to collaborative efforts.

☑ Continue to provide funding to support ABLE Regional Resource Centers. Responsibility: ODE

☑ Continue to provide, through Section 353 of the Adult Education Act, funds to support coalition and network building initiatives. Responsibility: ODE

☑ Issue RFP's and fund literacy initiatives that depend upon collaborative efforts at the local level. Responsibility: ODE, OBES

☑ Highlight exemplary collaborative efforts at state-level professional literacy meetings attended by local literacy and related organizations involved in exemplary collaborative efforts in their communities. Responsibility: OAACE, OLRC, OLN, Common Good Team

☑ Determine successful methods for collaborating among literacy providers and share this information at meetings and through communications. Responsibility: OLRC, OLN, ODE

PROGRESS REPORT: The Ohio Department of Education funds four Regional Resource Centers. Current plans call for continued funding of Regional Resource Centers as well as the Ohio Literacy Resource Center. Planning and coordination grants, funded by the Department with 353 funds of the Adult Education Act, support local and state literacy coalitions and task forces formed to achieve common purposes. Examples of exemplary collaborative efforts are regularly recognized in Ohio Literacy Network (OLN) publications and at OLN and Ohio Association for Adult and Continuing Education conferences and meetings. A session on coalitions has been held at the last three Ohio Department of Education Adult Basic and Literacy Education program Directors' meeting.

A Request for Proposals for One Stop Shops has been distributed by the Ohio Bureau of Employment Services and projects will be funded in the summer of 1995. This initiative promotes coordination of activities to better serve the literacy and other needs of adults.

The Common Good is a statewide interagency project that facilitates the formation of interagency linkage teams to focus on improving services to at-risk youth, adults, and families. Thirty-six linkage teams have been established with representation from County Departments of Human Services, Adult Basic and Literacy Education programs, Ohio Bureau of Employment Services offices, JTPOhio local field offices, adult vocational and basic education, community colleges, and Ohio Department of Alcohol and Drug Addiction Services field offices.

Ohio has established a "transition team" to explore actions that can be taken to help the adult learner advance throughout the adult education system. This team has met three times since its formation at a national meeting in Washington, D.C., in May, 1994.

RECOMMENDATION FOUR: Hold annual literacy forums and arrange sessions at professional meetings to bring together individuals with concerns about adult literacy to explore specific literacy issues and propose methods to achieve literacy goals.

- ☑ Identify issues related to adult literacy service delivery, teaching and staff development methods, learner assessment and measurement, recruitment and retention, and other areas that should be the subject of interactive forums. Responsibility: GHRIC Education Committee, OLRC, ODE, OLN, OAACE, ERIC/ACVE

- ☑ Communicate these issues to conference and meeting planning committees of state-level literacy organizations to be considered by them when developing conference agendas. Responsibility: GHRIC Education Committee, OLRC, OLN

- ✔ Hold an annual interactive forum to examine a select literacy-related issue or problem and generate recommendations for actions to address the issue. Responsibility: Governor's Office, ODE, OLRC, OLN

PROGRESS REPORT: Conferences held by the Ohio Association for Adult and Continuing Education (OAACE) and the Ohio Literacy Network (OLN) address issues raised by adult literacy professionals. OLN's 1994 Conference focused on diversity and its impact on adult literacy programming and staff development. This was an issue that literacy professionals had recommended be addressed. The purpose of the conference was to promote understanding and interaction.

Mathematics in literacy instruction was another issue for which practitioners have expressed a desire for more information. As a result, the Ohio Mathematical Literacy Network was formed with a group of 25 adult education instructors. This group met in an interactive forum in September 1994, and discussed the need for improving math instruction. As a result of the issues identified that day, the Ohio Literacy Resource Center received funding from the Ohio Department of Education to conduct a math project in 1995, which will include curriculum development, staff training, and a math newsletter. In addition, three sessions on math literacy were presented by members of the forum at the OAACE 1995 Conference.

The Ohio Department of Education sponsored two meetings annually for directors of adult basic and literacy education projects. These meetings focus on issues of relevance to adult basic and literacy education administrators.

This past year, no specific literacy forums were held for the expressed purpose of generating recommendations for actions to address an issue. As indicated in response to Recommendation Two, the Ohio Department of Education intends to conduct a series of planning meetings including public hearings on the development of the next state plan for administering adult basic and literacy education funds.

PUBLIC AWARENESS

RECOMMENDATION FIVE: Undertake campaigns to create awareness among the general public of the scope and cost of illiteracy.

- ✔ Through reviewing existing data and/or conducting surveys, ascertain what the general public knows about the effects of an under-educated population on society, the current educational levels of adult Ohioans, and the availability of literacy services.. Responsibility: OLRC, OLN, ODE

- ✔ Develop a state-level, multi-year public awareness plan for creating awareness of literacy issues and for recruiting volunteers and adult learners to local literacy programs. Responsibility: OLN, GHRIC Education Committee

- ☑ Develop and implement a plan for securing funding from public and private sources to underwrite costs for the public awareness initiative. Responsibility: OLN, ODE, GHRIC Education Committee

- ☑ Design and conduct awareness initiatives that address the public's misinformation or lack of information as determined by survey results. Campaigns would include the production and distribution of issue-oriented media packets; PSAs for radio and television; articles to the print media; and posters and brochures. Responsibility: OLN, ODE, GHRIC Education Committee

PROGRESS REPORT: Ohio Adult Literacy Survey (OALS) data provide a clear view of literacy needs in this state. In consideration of OALS and other data, the Ohio Literacy Network (OLN) has developed a public awareness plan to reach adult learners and recruit volunteers. That plan is updated annually. Implementation of the plan depends upon receipt of both public and private funds and in-kind services earmarked for public awareness activities.

This past year, OLN has received two grants from the Ohio Department of Education to support public awareness activities and a private grant from the Ohio Electric Utility Institute for the same purpose.

Press releases focusing on issues such as the cost of undereducation to businesses, the impact of lack of

education on the earning power of individuals, and the need for volunteers have been produced and disseminated to appropriate Ohio media and members of the Ohio General Assembly by the OLN and the Ohio Literacy Resource Center.

RECOMMENDATION SIX: Undertake a public awareness campaign to recruit literacy volunteers.

- ✔ Design and conduct recruitment campaigns to inform citizens to call local or state hotlines for information about volunteering in literacy programs. Strategies would include production of: newspaper ads; press releases; PSAs for radio and television; feature stories and articles for daily and weekly newspapers; posters for distribution to churches, libraries, supermarkets and other public places; stuffers for utility bills, bank statements, etc.; billboards; and personal presentations to businesses and civic groups. Responsibility: ODE, OLN, State Library, Local Programs

- ✔ Identify methods for including experienced literacy tutors in campaigns to recruit other tutors. Responsibility: Local Programs

- ✔ Work with civic and professional groups with an interest in volunteerism to promote the need for volunteers in literacy programs. Responsibility: OLN

- Conduct an evaluation every two years to determine the effectiveness of efforts to recruit volunteers to literacy programs. Responsibility: OLN

PROGRESS REPORT: Twice a year the Ohio Literacy Network (OLN) disseminates press releases to daily and weekly newspapers and public service announcements to radio stations announcing the need for literacy volunteers. Other activities such as distributing bookmarks and printing information about the hotline number on state employees' pay checks have also been undertaken in the last year.

The Ohio Newspaper Association, Ohio Electric Utility Institute, and Columbus Southern/Ohio Power have sponsored a campaign to reach volunteers and adult learners through cartoon ads drawn by Ohio-based syndicated cartoonists. The cartoons, FUNKY WINKERBEAN by Tom Batiuk, MOTHER GOOSE & GRIMM by Mike Peters, CRANKSHAFT by Tom Batiuk and Chuck Ayers, THE BORN LOSER by Chip Sanson, and ASK SHAGG by Peter Guren, have appeared in two series of cartoon ads. The Ohio Newspaper Association estimates that newspapers have donated in excess of $150,000 to run the ads.

Civic groups and professional organizations such as the AARP and the Ohio Retired Teachers Association have been informed of volunteer needs. Three presentations have been made to AARP regional supervisors by OLN staff and Board president. A proposal is being prepared for submission to AARP's Independent Living Program to seek that organization's support for a volunteer recruitment effort targeted to AARP members. If funded, AARP volunteers would be recruited and trained to tutor older adults in need of literacy instruction.

A proposal has been submitted to the Ohio Retired Teachers Association (ORTA) to make a presentation about adult literacy volunteer needs to ORTA members.

RECOMMENDATION SEVEN: Develop and implement recruitment campaigns to involve college students in literacy programs and activities.

Identify existing college literacy programs and publicize them among local literacy providers. Responsibility: OLN, Ohio SCALE Office

Sponsor sessions at state-level meetings to explain SCALE and highlight existing campus-community program collaborations. Responsibility: ODE, OLN, OLRC, OAACE, Ohio SCALE Office

Offer assistance to local student-based literacy programs in recruiting students and fund raising. Responsibility: Ohio SCALE Office, OLN

Establish new chapters of SCALE on college campuses throughout the state. Responsibility: Ohio SCALE Office

PROGRESS REPORT: The Ohio Literacy Network (OLN) has provided assistance to the National Office of SCALE (Student Coalition for Action in Literacy Education) in identifying areas of the state with few if any existing literacy programs. SCALE will work to attempt to establish chapters at colleges or universities in those areas.

The OLN has carried stories about the SCALE program in its newsletter and a session about SCALE was scheduled for the 1994 OLN Conference.

Technical assistance has been offered to SCALE chapters by the National SCALE office and the Regional Coordinator.

RECOMMENDATION EIGHT: Conduct a campaign to convince the business community of the need to become a partner in developing and implementing programs to enhance the skills of employees.

Meet with representatives of business and labor organizations to 1) ascertain their perceptions of the impact of lack of basic skills on the economic competitiveness of state businesses, 2) identify barriers to establishing work site programs, and 3) develop a model for establishing work site programs. Responsibility: OLRC

Identify and promote incentives for employers to establish opportunities for their employees to become involved in work force development initiatives. Responsibility: OBES, GHRIC

Communicate information to businesses, Chambers of Commerce, and the Ohio Industrial Association about existing adult education and literacy providers in their community and social services available to employers and employees. Responsibility: OBES, OLN

✔ Work with businesses and labor groups to develop and implement strategies to promote employee involvement in education programs. Responsibility: OBES

☑ Continue to publicize and reward Ohio businesses that establish and conduct quality workplace education programs. Responsibility: OBES

✔ Survey Ohio businesses that have workplace education programs to determine the benefits they perceive result from these programs and share this information at meetings and in communications. Responsibility: OLRC

PROGRESS REPORT: The Ohio Bureau of Employment Services' (OBES) annual Governor's Workforce Excellence Awards, which were created in 1991, recognize some of Ohio's most active employers in the area of workplace education and training. To-date there have been 22 recipients of the award. Summaries of these companies' training programs have been published in a document called *Models of Excellence.* The majority of recipients have enthusiastically agreed to participate/work with OBES to further workplace education efforts in the state.

The Ohio Literacy Network (OLN) maintains a literacy information and referral service. As a part of that service, information is maintained about workplace literacy programs operating throughout the state and about literacy programs that offer workplace basic and literacy skill instruction. Thus, employers may use the service to obtain information about workplace programs operating in their area.

The Ohio Literacy Resource Center (OLRC) conducted a survey in cooperation with the Akron Regional Development Board to determine the extent of concern about workplace literacy among employers in a three-county region. The survey was in two parts: a written, mail survey and follow-up on-site interviews. The results were reported in an OLRC publication which was distributed to practitioners in Ohio. A presentation was made at a workplace conference in Illinois.

OLRC held a three day Workplace Academy in July, 1994 and another is planned for July, 1995, to train adult educators in planning and implementing workplace programs.

Ohio Bureau of Employment Services in cooperation with OLN has distributed a survey to businesses throughout Ohio to determine the extent of workplace education programs. Information collected from the survey will be compiled into a directory.

The Ohio Department of Education (ODE) is also funding multiple demonstration grants for model workplace literacy projects throughout the state. ODE provides on-going technical assistance to the field.

RECOMMENDATION NINE: Develop and implement recruitment campaigns targeted to specific groups of adults in need of literacy services.
Library, ODE

✔ Design and implement public awareness programs intended to encourage adults in need of basic skills instruction to enroll in local literacy programs. Strategies would include production of newspaper ads; PSAs for radio and television; feature stories and articles for daily and weekly newspapers; posters for distribution to local bureau of employment service offices, churches, hospitals, human service agencies, libraries, supermarkets and

other public places, stuffers for utility bills, bank statements, billboards; and personal presentations to businesses and civic groups. Responsibility: OLN, Local Programs

Distribute information about the availability of adult basic and literacy education programs to local offices of the Department of Human Services, the Ohio Bureau of Employment Services, and community libraries. Responsibility: OLN

Conduct an evaluation every two years to determine the effectiveness of efforts to recruit adults to literacy programs and the capacity of local adult basic education and literacy programs to serve these adults. Responsibility: OLN

PROGRESS REPORT: The Ohio Adult Literacy Survey data points to subgroups of the undereducated populations that should be targeted for public service announcements. Six times a year, the OLN produces and distributes radio PSAs targeted to specific subgroups of adult learners and/or their family and friends, e.g., high school drop outs, recent immigrants, parents with low reading abilities.

As a part of a recently awarded Ohio Department of Education public awareness grant, a video PSA targeting adult learners will be produced and disseminated in the fall of 1995. Media campaign guidelines, posters and other promotional items, including an 8 to 10 minute video about adult basic and literacy education services, will be produced and distributed to local literacy programs to assist them in their local awareness and recruitment efforts.

RESEARCH

RECOMMENDATION TEN: Annually delineate literacy areas in need of investigation and encourage faculty and graduate students at Ohio's institutions of higher education and literacy providers to conduct research in these areas.

Analyze data from sources such as OALS, input from literacy forums, and reports of local ABLE programs to determine areas of needed research. Responsibility: OLRC

Develop a research agenda and communicate the agenda to the Ohio Board of Regents and colleges and university faculty through professional organizations such as OAACE, OLN, Ohio Library Association; to private and public funding sources including foundations; and to governmental funding sources. Responsibility: OLRC, ERIC/ACVE, ODE, OAACE, OLN

Publicize the literacy research agenda through state and national organizations' newsletters and through professional publications. Responsibility: OLRC, ERIC/ACVE, OAACE, OLN

PROGRESS REPORT: The Ohio Literacy Resource Center Steering Committee identified areas of need in adult education research in the state and Research & Development sites have been elected from among programs in the state to study some of these areas. There are currently nine sites, with three new ones to be added in 1995.

The OLRC has publicized a Call for Manuscripts to all universities and colleges in the state and the Ohio Literacy Network and the Ohio Association for Adult and Continuing Education membership to encourage research and publication of findings.

RECOMMENDATION ELEVEN: Prepare research syntheses and disseminate them to literacy providers.

- ☑ Determine through forums, surveys, and other means what information literacy providers need and want to assist them to more effectively plan and operate their literacy programs. Responsibility: OLRC, ERIC/ACVE
- ☑ Create a database of individuals with an interest in obtaining information about specific research issues or areas of program development and implementation. Responsibility: OLRC, ERIC/ACVE
- ☑ Provide user-friendly syntheses of research results and disseminate them by direct mail to professionals who have expressed an interest in the topic and through newsletters of existing organizations. Responsibility: OLRC, ERIC/ACVE

PROGRESS REPORT: The Ohio Literacy Resource Center maintains a data base of 1516 individuals in the state who are interested in obtaining information about specific areas of adult education. The OLRC publishes syntheses of research results as well as original research reports and distributes these to the individuals on the data base. From March, 1993 - March, 1995, thirty-two publications were prepared and distributed in seven categories, including Research to Practice, Funding Updates, Teacher to Teacher, and Technology Updates.

RECOMMENDATION TWELVE: Involve adult learners in a substantive and meaningful way in any research attempting to determine effective methods for designing and delivering literacy services to adult learners.

- ☑ Utilize members of Ohio's delegation to the National Adult Literacy Congress to identify ways to involve adult learners in research and focus groups. Responsibility: OLN, OLRC
- ☑ Create a statewide network of adult learners with an interest in serving in research initiatives. Responsibility: OLN, OLRC
- ✓ Encourage local literacy programs to add adult learners to their paid staff to serve as recruiters and student coordinators. Responsibility: OLN

PROGRESS REPORT: A statewide network of adult learners--Adult Learners for the Future(ALF)--was formed in the fall of 1994 at the Ohio Literacy Network (OLN) Conference. The mission of ALF is to undertake activities to recruit undereducated adults to adult literacy programs, to help encourage adults to stay in their programs, to prevent young people from dropping out of school, and to create awareness of the need for adult basic and literacy education programs.

ALF will serve as the focus group for the OLN public awareness activities. Members also will be asked to provide feedback to the Ohio Department of Education related to its current evaluation project.

PROGRAM RESOURCES AND SUPPORT

RECOMMENDATION THIRTEEN: Develop a mechanism for identifying model literacy initiatives, analyzing why these programs work, and disseminating information about effective practices to literacy providers in Ohio

- ✔ Establish an annual process for identifying and evaluating the literacy programs utilizing innovative and exemplary processes to recruit and train paid and volunteer staff and to recruit and retain students. Responsibility: ODE, OLRC, OLN, OAACE, State Library, ERIC/ACVE

  Analyze innovative and exemplary programs to determine what makes them work and prepare and disseminate profiles of them. Responsibility: OLRC, RRCs

- ☑ Offer inservice opportunities for staff from local literacy programs to teach effective practices. Responsibility: OLRC, RRCs

- ☑ Formally recognize those programs that have been determined to be exemplary. Responsibility: Governor's Office

PROGRESS REPORT: The Ohio Literacy Resource Center Research and Development (R&D) project has provided programs with the opportunity to analyze certain aspects of their program delivery and determine what makes then work. Verbal profiles of these programs were given at the Ohio Association for Adult and Continuing Education Conference and written profiles are forthcoming.

The OLRC has provided inservice opportunities for staff from local literacy programs through the Summer Academies (four three-day academies each summer), presentations at state conferences and meetings, national video conferences, and workshops on various teaching techniques.

The Ohio Department of Education continues to allocate five percent of it's Adult Education grant award for purposes of special demonstration projects and dissemination of information from these projects about successful practices. A descriptive report of these projects and their outcomes is issued each year.

RECOMMENDATION FOURTEEN: Compile and disseminate a listing of all literacy programs offered at the local level.

- ☑ Continue to compile and publish a directory of information about local literacy programs and disseminate the directory to literacy programs, resource centers, libraries, employment agencies, and other agencies that could use the directory for referral purposes. Responsibility: OLN

- Collect information about literacy opportunities that are available at work sites around the state and compile the information into a directory for distribution to businesses and other sources. Responsibility: OLN, OBES

PROGRESS REPORT: The Ohio Literacy Network (OLN) compiles and publishes in a directory information about literacy programs available throughout the state. Directory information includes program location, hours of operation, and services offered. The directory is made available to literacy programs, libraries, human service offices, and bureau of employment services offices.

As mentioned in Recommendation Eight, this past year the Ohio Bureau of Employment Services and OLN have worked together to construct and disseminate a survey to employers to determine who has established workplace literacy programs. OBES will produce a directory of this information.

Through a grant from Honda of America, the OLN has produced a directory of Family Literacy programs in Ohio. This directory provides a description of the targets of the family literacy effort and services provided.

RECOMMENDATION FIFTEEN: Establish a database containing records of individuals with expertise in community-based, work place, and family literacy program development, implementation, and evaluation; compile information about those indivi duals who are available to provide technical assistance and consultation.

- Survey colleges and universities, literacy programs, local and state government agencies, libraries, businesses with work place programs, social service agencies, JTPA programs, and other agencies and organizations to identify personnel with expertise in literacy program development, administration, and evaluation. Responsibility: OLRC, RRCs

- Maintain a computerized database of professionals willing to provide inservice and/or technical assistance to local agencies and businesses on establishing, administering and evaluating literacy programs. Responsibility: OLRC

PROGRESS REPORT: The Ohio Literacy Resource Center maintains a listing of resource professionals in family literacy. The workplace survey being conducted by Ohio Bureau of Employment Services (OBES) and the Ohio Literacy Network will provide a listing of individuals who could provide insights about establishing a workplace literacy program.

Models of Excellence, a program summary of the 22 recipients of the Governor's Workforce Excellence Award, is published by OBES as a tool for employers and educational providers interested in designing a workplace basics training program. Additionally, it provides contacts, representing a willing and established network, available to advise and counsel.

The regional resource centers maintain lists of consultants in a variety of areas and help pay for the cost of making them available to serve local programs.

RECOMMENDATION SIXTEEN: Expand training opportunities in order to promote professionalism and effectiveness among literacy instructors, both paid and volunteers.

- ✔ Identify staff development needs by consulting results of literacy summits, state level advisory groups, project directors of 353 funded programs, directors of ABLE sponsored instructional programs, and directors of other literacy programs operated by local, non-profit, private agencies. Responsibility: OLRC, ODE, OAACE, OLN

- ✔ Convene a representative group of adult program administrators, educators and literacy instructors to review and utilize as appropriate existing professional standards that relate to adult education and literacy instruction in developing professional guidelines for each type of adult education delivery model, i.e., ABE and GED classes, small groups, and individual tutoring. In addition to instructional procedures, guidelines should address areas such as student load, preparation time, frequency of instruction, and inservice training. Responsibility: OLRC, RRCs

- ☑ Plan and hold extended inservice opportunities addressing areas in which there is the greatest discrepancy between perceived current practices and standards. Responsibility: OLRC, RRCs, ODE

- ☑ Establish statewide networks of community providers interested in receiving up-to-date information related to instruction and program implementation. Responsibility: OLRC, OLN

- ✔ Institute a state-level recognition process to honor and recognize outstanding literacy staff paid and unpaid. Responsibility: Governor's Office, OLRC, OLN

PROGRESS REPORT: Staff development needs are being identified in the state through informal discussions at various conferences and meetings and through more formal means in written evaluations at training activities. A state-wide analysis of staff development needs has not been conducted to date.

A group of teachers and administrators have met and adapted standards for the teaching of mathematics in adult literacy programs. Other areas of instruction and types of instruction have not been studied.

Training in the new Math standards has been held at the Ohio Association for Adult and Continuing Education conference and will be held regionally in late summer.

The Ohio Literacy Resource Center (OLRC) has developed a statewide computer network (OASIS) which provides adult educators, through Internet, access through the OLRC server to Ohio resources and to adult education resources throughout the world. An Ohio listserv is maintained by OLRC to provide a discussion forum for Ohio adult educators on both policy and programmatic/instructional issues.

Training in the use of Internet to obtain adult education resources has been conducted for educators at the Regional Resource Centers, Ohio Department of Education's directors' meeting, and OAACE conference.

At its annual meeting, the Ohio Literacy Network recognizes outstanding paid or volunteer literacy staff.

RECOMMENDATION SEVENTEEN: Compile and disseminate information about effective initial assessment and intake procedures.

Conduct a review of assessment/intake procedures used nationally in literacy programs. Responsibility: OLRC, ODE

Compile and publish information about effective assessment/intake procedures. Responsibility: OLRC, ODE

Hold workshops for local literacy providers on instituting effective assessment/intake procedures. Responsibility: OLRC, RRCs, ODE

Identify or develop cost effective methods for diagnosing the learning needs of adult learners with learning disabilities and hold workshops to train literacy program staff in their use. Responsibility: OLRC, ODE

PROGRESS REPORT: The Ohio Literacy Resource Center (OLRC) collects assessment and intake information from other programs around the nation. That information is shared upon request. The OLRC has published several articles on effective assessment techniques. The Evaluation Academy in 1994 focused on alternative assessment techniques in reading, writing, and math. The 1995 Evaluation Academy will focus on program evaluation, looking at the entire planning process.

RECOMMENDATION EIGHTEEN: Collect and disseminate information about effective methods and techniques to be used to evaluate learner progress.

Conduct a review of effective methods used to evaluate the progress of learners in literacy programs. This review should include those methods identified in Ohio's effort to establish indicators of program quality. Responsibility: OLRC, ODE

Develop guidelines for use by literacy professionals in selecting evaluation methods that most appropriately match the instructional program goals, the instructional methodology utilized by the program, and literacy level and learning style of the adult learner to be evaluated. OLRC, ODE, ERIC/ACVE

Offer inservice workshops to explain evaluation methods and how to appropriately select and use them. Responsibility: OLRC, RRCs, ODE

PROGRESS REPORT: The Ohio Literacy Resource Center (OLRC) collects information about effective methods and techniques to evaluate learner progress and has made this information available upon request. In addition, the OLRC has published several articles on effective learner evaluation

techniques. The 1994 Evaluation Academy mentioned above also focused on methods to evaluate learner progress.
The Ohio Department of Education is undertaking a two year evaluation design project that will assist state and local planners to conduct formative and summative evaluation of the impact of adult education programs and services.

RECOMMENDATION NINETEEN: Increase the utilization of technology in the delivery of adult basic and literacy education instruction and staff development.

Investigate the possibility of establishing a state supported GED on TV program. Responsibility: ODE

Identify and publicize Ohio adult basic and literacy education programs that have successfully utilized technology for instructional or program management purposes. Responsibilities: OLRC, OLN, State Library

✔ Fund projects to explore and to train others in the appropriate uses of technology in adult education instruction, staff development, and administration. Responsibility: ODE

✔ Work with national and state literacy organizations to exert influence on software developers and publishers to create more instructional software suitable for use in adult literacy programs. Responsibility: ODE, OLRC, OLN

PROGRESS REPORT: The Ohio Literacy Resource Center (OLRC) will award one Research and Development project in 1995 to a program which is utilizing technology and wants to evaluate its use.

The OLRC is working with the National Center for Adult Literacy (NCAL) to provide practitioner evaluation of commercially prepared software. The results of the evaluations will be available both in print and electronically for other practitioners' use.

ADVOCACY/FUNDING

RECOMMENDATION TWENTY: Establish mechanisms for effectively communicating information about literacy program funding needs to local and state government and business decision-makers for the purpose of increasing literacy services and programs.

☑ Form a state-level coalition of key literacy organizations to inform the legislature and other decision makers of literacy funding and program needs. Responsibility: OAACE, OLN, OLRC

✔ Form a network of literacy providers throughout the state to serve to alert other providers in their area of the need to respond to issues related to funding and program issues.

Responsibility: OAACE, OLN, OLRC

Prepare and disseminate to state decision makers reports on the status of literacy needs in the state, current efforts within the area, and additional funding and program needs. Responsibility: GHRIC Education Committee, OAACE, OLN, OLRC

PROGRESS REPORT: A statewide advocacy coalition consisting of representatives of the Ohio Association for Adult and Continuing Education (OAACE), Ohio Literacy Network (OLN), Ohio Department of Education, Ohio Literacy Resource Center and the four Regional Resource Centers was formed in the fall of 1994. The coalition has monitored federal and state developments regarding adult basic and literacy education funding and policy development and has responded to elected officials. OAACE and other coalition members sponsored a leadership policy seminar for this group in March.

Last year, the OLN formed an advocacy network of literacy providers who would commit to contacting elected officials and other literacy providers to do the same as the need arises. The network will be expanded in the year ahead. OLN also published advocacy guidelines for use by local programs for use in their advocacy activities.

RECOMMENDATION TWENTY-ONE: Maintain and disseminate information about funding opportunities through private and public sources available to local literacy providers.

Collect and disseminate information about governmental and private funding opportunities for literacy programs and make that information available to local literacy programs. Responsibility: OLRC

Prepare funding briefs containing information about funding opportunities and disseminate them to state and regional entities for distribution to their clients/members. Responsibility: OLRC

Hold proposal writing workshops to assist literacy program personnel to learn how to prepare effective applications for funding of their programs. Responsibility: OLN, OLRC, ODE

PROGRESS REPORT: The Ohio Literacy Resource Center (OLRC) researches foundation and other private funding opportunities and publishes a Funding Update twice a year which is distributed to all programs in Ohio. In addition, a Funding category is maintained on the OLRC electronic server. The Ohio Literacy Network also announces funding possibilities in its newsletters, ***The Literacy Communicator*** and ***OLN MemberNews***.

ACCOUNTABILITY

RECOMMENDATION TWENTY-TWO: Adopt model indicators and program standards applicable for local literacy providers and provide technical assistance to help literacy programs comply with these standards.

Publicize model indicators and standards and provide technical assistance to local programs in instituting procedures and practices to meet standards. Responsibilities: ODE, OLRC, RRCs

PROGRESS REPORT: The Ohio Literacy Resource Center (OLRC) provides technical assistance upon request from any program or individual. The 1995 Evaluation Academy will focus on program evaluation and will provide training in skills needed to institute the quality indicators.

Ohio Department of Education plans for 1995-1996 call for the Ohio Literacy Resource Center, Regional Resource Centers, and evaluators from The Ohio State University to provide technical support in evaluation to local programs.

By early 1997, the Ohio Department of Education will have in place a process for evaluating program effectiveness at the local and state levels.

RECOMMENDATION TWENTY-THREE: Annually review and report on the state's progress toward achieving literacy goals by reviewing and reporting on literacy-related data collected by state agencies and organizations.

Establish procedures for collecting and reporting data that would provide an update on Ohio's progress toward meeting the recommendations in this ***Action Agenda*** and on Goal Six of the national educational goals. Responsibility: GHRIC Education Committee

Prepare and disseminate an annual report on the progress being made in implementing the recommendations of the ***Action Agenda*** to members of the Ohio legislature, print and electronic media, literacy organizations, schools, and institutions of higher education. Responsibility: GHRIC Education Committee

PROGRESS REPORT: This report on the progress made on the other twenty-two recommendations in the ***Action Agenda*** addresses a part of this recommendation. Data supplied by state agencies participating on the Committee reporting on progress made in accomplishing Goal Six provides an overview of the state's progress in addressing the basic and literacy education needs of adult learners.